PLAY THERAPY AT ASD


This study was based on the treatment of a 10-year-old boy with autism spectrum disorder (ADS) and authors described the use of child-centered play therapy (CCPT). The main idea is that children with such diagnosis have problems with social behavior and they need a safe environment to express themselves. Playing can be a great way to help such children develop, and the progress is evident. The annotated study has used research data, based on work with patients during therapy sessions.

CCPT is based on multiple studies and researches, which state that interpersonal relationships of patients with ADS should be based on games and simple interactions without any pressure. This study aims to show how successful such therapy can be and how positively it influences the socialization skills of ADS patients. However, authors state that this may not be an option for patients with more severe states.

Kenny et al.’s information on the subject is very useful both for psychology specialists, who work with ASD and for parents of such children, as it gives a chance to find more points of interaction. However, it is not clear whether this therapy can be used as a part of a school program for children with ASD due to the lack of information.


Stagmatti discussed the Learn to Play program, which helps children with ADS interact with society in various ways. It consists of multiple games and sessions in a time sequence to give teachers or relatives a chance to help people with autism take part in games together with others or on their own.
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This program is suitable for children aged 1- to 8-years old, who already have communication skills. It aims to help participate in various activities, concentrate on various objects and focus attention, and trying to give children a chance to eventually play on their own. The goal of this program is to create a connection between the vivid imagination of children with autism and the real environment they are in. This study shows that the program is more than successful and gives children a chance to improve their social skills. However, author admits that additional research should be made to learn more about the long-term benefits of the program.

The main problem of Stagmitti’s study lies in the fact that it was created for children with high-functioning autism and it remains unclear what influence it will have on patients, who have other conditions. This program has been used in a few institutions, but the author didn’t give any information on the results of its implementation. Despite the fact that Stagmitti’s research is useful and gives a profound information on the subject, there should be more researches on the topic before the system can be applied to the K-12 school program.


Wimpory and Nash have provided information on the research of music therapy, as a part of a play program for children with ASD. The main data is based on films from therapy sessions of parents and their children. After 20 months of such sessions, children showed more interest in the class, developed language skills and had a chance to concentrate on the tasks.

Although the research is useful and gives additional information on music therapy, it was conducted in 1999 and can be considered out of date. However, this study can provide basic information for further studies of music therapy influence on children with ASD.
References

